

**THE READABILITY LEVEL OF READING TEXTS IN THE ENGLISH  
TEXTBOOK ENTITLED “ENGLISH ON SKY 2” USED BY THE EIGHTH  
GRADE STUDENTS OF SMP BUDAYA BANDAR LAMPUNG IN THE  
ACADEMIC YEAR OF 2017/2018**

**A Thesis**

Submitted as Partial Fulfillment of  
the Requirements for S1-Degree



By:

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NPM. 1311040128**

**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN LAMPUNG  
STATE ISLAMIC UNIVERSITY  
2018**

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STATE ISLAMIC UNIVERSITY  
2018**

## **ABSTRACT**

### **THE READIBILITY LEVEL OF READING TEXTS IN THE ENGLISH TEXTBOOK ENTITLED “ENGLISH ON SKY 2” FOR THE EIGHTH GRADE STUDENTS OF SMP BUDAYA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

Textbook is one of media instruction that used in almost every grade levels students at the school. Textbook is crucial teaching learning material composed of text or images that is used in many school and facilitating sequences of learning activities.

The title of this study “The Readability Level of Reading Texts in The English Textbook Entitled *English on Sky 2* For the Eighth Grade Students of SMP Budaya Bandar Lampung Published by Erlangga” is taken because predicting readability level of reading texts can help the teachers to match the texts with students’ grade. The appropriate reading text is expected to ease the students in comprehending the material.

The purpose of this study is to know the readability level and students perception of reading texts in English language textbooks used by the eighth grade student in the academic year of 2017/2018. This research used quantitative approach to analyze the data. The reading texts were taken from English language textbooks “English on sky 2” for Eighth Grade Student of Junior High School Published by Erlangga. Sixteen reading texts selected as research population. All of selected texts were analyzed using Flesch Reading Ease formula and Flesch Kincaid Grade level.

In this research, the researcher found readability of reading texts in the “English on sky 2 book” are not suitable for eighth grade students of junior high school. Based on the result of reading ease formula, from sixteen reading texts, ten (62.5%) reading texts are too ease for eighth grade students. They were only two reading texts (12.5%) suitable for eighth grade students. Meanwhile, the result of Flesch Kincaid Grade Level formula showed ten reading texts (62.5%) the score under the eighth grade students and five reading texts (31.25%) above the grade eighth. only one text was suitable for the eighth grade students.

Keyword: *Reading text, Readability, Textbook, Flesch Reading Ease, Flech Kincaid Grade level*





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LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

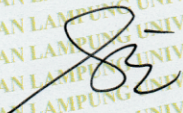
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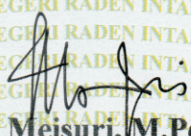
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A thesis entitled: **THE READABILITY LEVEL OF READING TEXTS IN THE ENGLISH TEXTBOOK ENTITLED "ENGLISH ON SKY 2" USED BY THE EIGHTH GRADE STUDENTS OF SMP BUDAYA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**, by: **Muhamad Zantoni. NPM: 1311040128**, Study Program: English Education was tested and defended in the examination session held on: Tuesday, November 6<sup>th</sup>, 2018.

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## **DECLARATION**

Hereby, I state this thesis entitled “The Readability Level of Reading Texts in the English Textbook Entitled ‘English On Sky 2’ Used By The Eighth Grade Student of SMP Budaya Bandar Lampung in the Academic Year of 2017/2018” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung,        2017  
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## MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي  
عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning: Read! In the name of the Lord and Cherisher, who created (1) Created man, out of the clot of congealed blood (2) Read! and the lord is most bountiful (3) he who taught (the use of) the pen (3) Taught man that which he knew not(5)<sup>1</sup>

---

<sup>1</sup>AL –Quran 96: 1-5

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents, Mr. Bejo Hariyanto and Mrs. Kasmini who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved lecturers and my friends
3. My beloved big family.
4. My beloved Almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The writer's name is Muhamad Zantoni. His nickname is Toni. He was born in Banjar Negeri, Kec. Natar, South Lampung on November 15, 1993. He is the second child from four children of a Mr. Bejo Haryanto and Mrs. Kasmini.

The writer graduated from elementary school at SDN 2 Banjar Negeri in 2006. Then he continued his study to SMP Darul Ma'arif South Lampung and graduated in 2009. After that, he continued his study to Islamic Senior High School or Madrasah Aliyah Darul Ma'arif South Lampung and graduated in 2013. In the same year he continued his study in UIN Raden Intan Lampung as the student of English study program of Tarbiyah and Teacher Training Faculty.

## **ACKNOWLEDGEMENT**

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Readability Level of Reading Texts in the English Textbook Entitled ‘English On Sky 2’ Used By The Eighth Grade Student of SMP Budaya Bandar Lampung in the Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung (UIN). When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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6. Headmaster of SMP Budaya Bandar Lampung for allowing the writer to conduct the research.
7. English teacher of SMP Budaya Bandar Lampung,
8. The writer's parents Mr. Bejo Haryanto bin Teguh and Mrs. Kasmini who always give love and support for the writer.
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Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still many weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the writer expects that the thesis is useful for the writer particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung,            2018  
The Writer,

Muhamad Zantoni  
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

All people in the world use English as international language. The people can make relationship by using English. If there is no an international language we must be difficult to communicate with different countries, because every nations have their own language. As Allah said in holy Qur'an surah Ar-Room: 22

وَمِنْ ءَايَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ السِّنَتِكُمْ وَالْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ  
لَآيَاتٍ لِّلْعَلَمِينَ ﴿٢٢﴾

*Meaning: “And of His signs is the creation of the heavens and the earth and diversity of your languages and your colors. Indeed in that are signs for those of knowledge.”*

The essence of Allah creates the heavens and the earth, the variety of our language and the color of skin is that we know each other. The way we get to know each other is to learn languages. Because it is very difficult and impossible to learn all the languages in the world, so we choose which language is the widely understood in the world as our unifier and one of the languages which is most understood and studied in the world is English.

In Indonesia English as a foreign language, it really important to learn English because there are many benefit if we mastered it well, such as easy to get a job, be able to interact with global society and so on. According to the ministry of National Education, English is compulsory subject that must be taught in several education levels from junior high school, senior high school, up to universities to allow the students to communicate and master English well.<sup>1</sup> It means English in Indonesia is compulsory subject that students should be mastering it from the beginner level up to university.

The role of teaching English in Indonesia is stated at school based on curriculum or KTSP (*Kurikulum Tingkat Satuan Pendidikan*). In the curriculum, it is stated that developing the ability to communicate is one of objective in teaching English; either in spoken or written form.<sup>2</sup> Teaching English is not an easy matter because there are four skills in English that should be mastered by the students, they are speaking reading, listening, and writing. Furthermore, English an integrated process in which the learner should learn the basic four skills. Therefore, teacher and students require Technique and some media instruction in order to support the process of teaching and learning.

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<sup>1</sup> Siti Jamilah, English in indonesia primary school, international journal of English and education [On-line] Available: <http://researchengine.com/siti/0908.html> [februari 14<sup>th</sup> 2017]

<sup>2</sup> Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar Dan Menengah, ( Jakarta: Badan Nasional Pendidikan 2006. p.31.

There are many kinds of media instruction in teaching learning process, such as textbook, powerpoint presentation, video, etc. Textbook is one of media instruction that is used in almost every grade levels students at school. Textbook is crucial teaching learning material composed of text or images that is used in many school and facilitating sequences of learning activities. Moreover, Brown states that the most obvious and most common form of material support for language instruction comes through textbooks.<sup>3</sup> The role of a textbook is dominant in teaching learning process because it is developed based on the curriculum so it can be useful as a guideline either for teachers or students. And that is why textbook is being an important medium to teach English, especially in the Junior High School. For the students, the textbook can guide to organize their learning both inside and outside the classroom. It helps them to learn the material better, faster, clearer and easier. In the textbook includes the reading materials, the students can develop their ability and understand the reading materials by reading.

Reading is one of skills that are highly associated the reader to the textbook because it is one of receptive skills. Therefore, the textbook with appropriate materials can help for students' reading comprehension.

Moreover, Suparman states in Suryani, "in order to achieve the goal of teaching reading comprehension effectively, it is very imperative for any teacher, lecturer or curriculum designer to consider the appropriateness the

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<sup>3</sup> Brown, H. Douglas, *Teaching by Principles 2<sup>nd</sup> edition*, California: Longman, 2001, p.137.



materials for the students. Any material used teaching reading comprehension will never be effective if it is too easy or too difficult for the learners”.<sup>4</sup>

Unfortunately, sometimes the reading material, which consists of various texts where students will learn, presented in the English textbook is too easy, so that the students get bored. On the other hand, some textbooks include the reading materials that are too difficult for students. It makes the students frustrated so that they cannot understand the material faster and easier. If the students face some difficulties to read the material, the comprehension comes to the lack. Therefore the learning of English language will not run properly. Whereas, the students have high expectation to the textbook used in the learning process. The English textbook used in the learning process can help them in understanding the material better and easily. Therefore, it is important to make sure that the reading material is readable for the students to make it more easily understood. The readable material is quite important to be considered by the teachers as long as to improve students' ability in understanding the materials.

One of the methods to help the teacher choosing appropriate reading material for the students is by considering and analyzing the readability of reading material found in the textbook. According to Anne “English language learners require special considerations because English language text might contain unfamiliar words or difficult academic vocabulary”.<sup>5</sup> The reading text (provided) in the textbook should

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<sup>4</sup> Suryani, *Measuring Readability Of Texts In The First Semester English Textbook Used By The Second Grade Students' of MtsMa'arif Bumi Restu South Lampung in the academic 2012*, English education of IAIN Raden Intan Lampung.

<sup>5</sup> Heidi Anne E. Mesmer, *Tools for Matching Readers to Texts*, New York: The Guildford Press, 2008, p.4

be suitable with student's level. Readability is what makes some texts easier to read than others.<sup>6</sup> Readability is a term used to determine the ease with which people read and understand a particular text. Educators have used the term readability to describe all the text features that influence how person reads and understand a book.<sup>7</sup> Readability is influenced complex factors because involves reader interest, typical of text, levels of reader, easy word, the short of sentences and simple grammatical. Readability may help the learners comprehend how much of the idea and the language presented in the text. This condition could be a success parameter in the reading activity.

By analyzing the readability level of the texts, the teacher can predict whether the text is difficult, plain or easy for his students, actually, there are some ways in measuring the readability level of the text. The most common used are the instructor's judgment, comprehension testing by cloze procedure and the last by using statistical readability formulas. The four most widely used readability formulas for measuring text difficulty are Flesch Reading Ease Score, Flesch-Kincaid Grade Level, Gunning Fog Index and SMOG (acronym for Simple Measure of Gobbledygook) Index are used to calculate the readability score of the poetic text.<sup>8</sup> These readability formulas when applied to the written text produces a numerical

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<sup>6</sup> William H. Dubay, *The Principles of Readability*, California : Costa Mesa Impact Information, 2004, p.3.

<sup>7</sup> *Op. Cit.* Heidi Anne E. Mesmer, 2008, p.4

<sup>8</sup> Bidyarani Asem, *Readability Assessment of Printed Materials: Going Beyond Readability Formulas*, International Journal of Environment, Ecology, Family and Urban Studies (IJEEFUS). Vol.2, 2012, p.49

score based on certain textual variables such as word and sentence length, number of syllables, etc. Each readability score has a specific description such as easy, standard, difficult, and so on, along with the corresponding reading grade level. Many writers and scholars use the readability formulas as standards for testing readability. The purpose is to predict how hard the material will be without actually asking readers to read the material themselves.<sup>9</sup> However, the focus of this research is using statistical readability formulas that are Flesch Reading Ease and Flesch Kincaid Grade level. Flesch reading Ease formula is created by Rudolf Flesch. It is a statistical readability formula that analyze the readability level through the numbers of syllables, words and sentences. Chall states in Dubay that this formula is popular, reliable, tested and the most one.<sup>10</sup>

Based on preliminary research in SMP Budaya Bandar Lampung on September 11<sup>th</sup>, 2017, the researcher conducted an interview to an English teacher, namely Mrs. Endang.<sup>11</sup> The researcher asked about the textbook used in her class. She usually used textbook entitled “English On Sky 2 for Grade VIII”. She said that the student face some difficulties in comprehending some reading texts in the textbook and the reading texts on the textbook are difficult to be understood for her student. Then, some texts is too long, so they felt bored to read it. Furthermore, the researcher asked the teacher about the criteria of the score in reading skill, based on

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<sup>9</sup> *Op. Cit.* Heidi Anne E. Mesmer, 2008, p.15

<sup>10</sup> *Op. Cit.* William H. Dubay, p.22

<sup>11</sup> Interview to Endang, S.pd, *The English Teacher of the Eighth Grade, SMP Budaya Bandar Lampung*

criteria Brown, the students' reading score is poor if the students get 45-67. (See appendix). Based on the data obtained by reading test from the students of eighth grade at SMP Budaya Bandar Lampung , from 29 students of eighth grade only 11 (38%) got above criteria and 18 (62%) students got under criteria. Therefore, it can be said that students' reading comprehension is low. It means that textbooks which are used in the school have not maximally helped the students in improving their reading comprehension. Several previous researches are relevant to this research as follow:

Kurnia (2011) discussed about” The Readability level of reading text in English textbook entitled “Linked to the World 1 English for Senior High School Grade X” first and second semester published by Yudhistira”. The writer used Flesch Reading Ease formula to analyze data. The result of this study shows that from six texts analyzed in the textbook there are two texts categorized into fairly easy with Reading Ease Score 78.05 and 76.84. One text categorized into standard with Reading Ease Score 66.22, two texts categorized difficult with Reading Ease Score 35.01 and 36.64, one texts categorized into fairly difficult with Reading Ease Score 57.84, and one text categorized into very difficult with Reading Ease Score 16.85. Based on the result above only two texts is suitable for the tenth grade students of senior high school.<sup>12</sup>

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<sup>12</sup> Ajeng kurnia, *The Readability level of reading text in English textbook entitled “Linked to the World 1 English for Senior High School Grade X” first and second semester published by Yudhistira*, UIN Syarif Hidayatullah, Jakarta: 2011



Afrizal (2011) discussed about “The Readability of Reading Passages in English Textbook of “Contextual Learning” Published by Grafindo Media Pratama: A Case Study at the Eleventh Grade of SMA Negeri 9 Tangerang Selatan in the Academic Year of 2011/2012”. He used the descriptive analysis method to explain, describe, and measure the readability level of the reading texts by the students. The instruments of his study are the Flesch Reading Ease Formula and the Cloze Test Procedure. Based on the result of the Cloze Test Procedure from five reading texts are: text 1 is 60%. Text 2 is 50.85%, text 3 is 71.83%, text 4 is 49.50%, and the text 5 is 49.33%. So, the researcher concluded that the students can understand the texts and the level readability is instructional level because the Cloze Test scores are below 60%.<sup>13</sup>

Hidayat (2015) discussed about ” The Readability Level of Reading Texts in the English Textbook Entitled “Bahasa Inggris SMA/MA/MAK” For Grade XI Semester 1 Published by the Ministry of Education and Culture of Indonesia”. This study was qualitative descriptive and the writer used Flesch Reading Ease formula to find out the readability of reading text in the textbook. There are five reading texts in the textbook. The results of this study are one text in Easy level, Reading Ease Score 82.94, two texts in Fairly Easy level, Reading Ease Score 71.06 and 76.48, one text in

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<sup>13</sup> Afrizal, *The Readability of Reading Passages in English Textbook of “Contextual Learning” Published by Grafindo Media Pratama: A Case Study at the Eleventh Grade of SMA Negeri 9 Tangerang Selatan in Academic Year 2011/2012* UIN Syarif Hidayatullah, Jakarta: 2011

Standard level, Reading Ease Score 61.83 and one text in Fairly Difficult Reading Ease Score 54.70 .There is only one text appropriate with grade level.<sup>14</sup>

Based on the discussion in previous research above, the researcher concluded that the reading texts in the textbooks that were used for teaching and learning process sometimes are not suitable for the student level. Therefore, the teachers should be aware before giving the reading material and make sure it readable for students.

According to the background above, the researcher wanted to know whether the text of the textbook used by the eighth grade students of SMP Budaya Bandar Lampung was appropriate in readability level with their grade or not. Therefore, the title of this research is “The Readability Level of Reading Text in the English Textbook Entitled English On Sky 2 Used By The Eighth Grade Students of SMP Budaya Bandar Lampung in the Academic Year of 2017/2018”.

This research was not going to test whether certain textbook was good or bad, but the most important thing from this research was the appropriateness of the textbook in the readability level texts.

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<sup>14</sup> Hidayat, *The Readability Level of Reading Texts in the English Textbook Entitled “Bahasa Inggris SMA/MA/MAK” For Grade XI Semester 1 Published by the Ministry of Education and Culture of Indonesia*, IAIN Palangkaraya; 2015

## **B. Identification of the Problem**

The identification of the problem in this research as followed:

1. The textbook used had not been able to help students maximally to increase their reading comprehension.
2. Students got difficulty in understanding the text.

## **C. Limitation of the Problem**

Based on the identification of problem, the researcher would focus on the subject matter in analyzing the readability level of the selected reading texts on English textbook that was used by the eighth grade students of SMP Budaya Bandar Lampung. The researcher would take the underlying theories which were used to analyze data from a theory statistical readability formula Flesch Reading Ease and Flesch Kincaid Grade level .

## **D. Formulation of the Problem**

Based on limitation of the problem above, the researcher formulated the problem:  
How far were the English texts readabilities of English On sky 2 book?

## **E. Objective of the Research**

The objective of this research was to know the readability level of the reading texts on English textbook “English on sky 2” for the eighth grade students of SMP Budaya Bandar Lampung.

## **F. Uses of This Research**

The used of this reseach were:

### **1. For the students**

By using the appropriate reading material, it was hoped that students would be interested and more motivated in learning English so that their English reading comprehension would increase.

### **2. For the teachers**

To inform English teachers for choosing the appropriate English textbook that would be useful for their students and the teachers could predict whether the text was difficult, plain, or easy.

## **G. Scope of the Research**

### **1. Subject of research**

Subject of this research was an English book on titled “English On Sky 2 For Junior High School Grade VIII” published by Erlangga Standard of competence 2006.

### **2. Object of research**

Object of this research was to find out the readablility level of the reading texts in the English textbook that was used by the eighth grade students.

### **3. Time of research**

Research was conducted at the second semester of the eighth grade junior high school in academic year of 2017/2018.

## CHAPTER II FRAME OF THEORIES

### A. Reading

#### 1. Definition of Reading

There are some definitions of reading. Reading is clearly an important skill because by reading the readers got a lot of information and leaning something from the written material. According to McWhorter, reading is way of taking new ideas and identifying information to be learned, it means that when one is reading a text, he may find information that will help him in learning something. In this case his knowledge will certainly be better than before.<sup>1</sup> Allah SWT said in holy Qur'an about reading in Surah Al-Alaq: 1-5.



Meaning: “Read! In the name of the Lord and Cherisher, who created (1) Created man, out of the clot of congealed blood (2) Read! and the lord is most bountiful (3) he who taught (the use of) the pen (3) Taught man that which he knew not(5)

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<sup>1</sup> McWhorter, K.T, *Guide to College Reading*, New York: Longman,1999, p.212

To be a successful reader, one might comprehend or understand the information in written materials. According to Harmer, reading is an incredibly active occupation. To do it successfully, we have to understand what the words means.<sup>2</sup> Moreover Urquhart in Grabe states that “reading is the process of receiving and interpreting information encoded in language from via the medium of print.”<sup>3</sup>

Reading is an interactive process. Because reading combined cognitive, process working together as the same time. This pattern of parallel interaction is essential to fluent reading. Reading is an interaction between the readers and the writer. The text provided information that the author wanted the reader to understand in certain ways. The reader also brought a wide range of background knowledge to reading, and she or he actively constructed the meaning of the text by comprehending what the writer intended and by interpreting it in term of the background knowledge activated by the reader.<sup>4</sup>

From the definition above, the researcher concluded that reading is the process of receiving and interpreting the meaning and information encoded in language from via printed medium.

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<sup>2</sup> Jeremy Harmer, *How to teach English*, London: Pearson Education Limited, 2007, p. 70

<sup>3</sup> William Grabe, *Reading In a Second Language Moving From Theory to Practice*, New York: Cambridge University Press, 2009, p.14

<sup>4</sup> *Ibid.* William Grabe, 2009, p.13

## 2. Reading Comprehension

Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies.<sup>5</sup> The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the written text.<sup>6</sup> It meant that reading comprehension is the process building a meaning and interpreting textual information that was the reader used their prior knowledge to reach clear the understanding of written form.

Moreover, according to Woolley, reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is describe in the text rather than to obtain meaning from isolated words or sentences.<sup>7</sup> It means that the reading comprehension is the process in which the reader tried to understand the content of the text.

In addition, Kintsch and Van Dijk in Sabouri defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome

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<sup>5</sup> Catherine Snow Chair , *Reading For Understanding Toward an R&D Program In Reading Comprehension* , RAND, Santa Monica, 2002, P.11

<sup>6</sup> Elizabeth S. Pang, *Teaching Reading* , Brussels: International Academy of Education (IAE), 2003, p.14

<sup>7</sup> G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, New York: Springer Science Business Media, 2011.p.15

of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge.<sup>8</sup>

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they had to get the clear understanding of the writer's message. In this process, the reader used their prior knowledge about the topic, language structure, and text structure to understand the writer's message. In the process of understanding the message that is stated or unstated in the text, the reader also needed to use various strategies such as predicting, clarifying, and confirming. Those were all strategies used by the reader for the negotiation of meaning.

## **B. Readability**

### **1. Definition of Readability**

Readability is one of the most important aspects that should be considered in selecting a good passage for students.<sup>9</sup> Since readability could determine the achievement of the goal in teaching reading, some experts defined the term readability of a text differently. Actually, readability is not only determined by the length of the passages or the length of the words, but it is also determined by how

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<sup>8</sup> Abbas Pourhosein Gilakjani, *How Can Students Improve Their Reading Comprehension Skill*, Tehran: Journal of Studies in Education, 2016, Vol. 6, No. 2

<sup>9</sup> Hill Walter, *Secondary School Reading: Process Program and Procedures*, Boston: Allyn & Abcon, 1979, p. 190



interestingly and attractively the text is written.<sup>10</sup> Barbara Woods also defined that the readability of text was investigated to measure the writing complexity and to estimate the reading or education level required for comprehension of the text.<sup>11</sup>

Furthermore DuBay defines “Readability is what makes some texts easier to read and understand than others”.<sup>12</sup> It means that the term readability is a factor that made a text easy to be read and understood by particular readers.

According to Klare ” readability is the ease of understanding or comprehension due to style writing”. This the definition focuses on writing style, in contrast like format, features organization and content.<sup>13</sup>

Edgar Dale and Jeanne Call in DuBay define readability as “the sum total (including all the interactions) of all those elements within a given piece of printed material that affect the success a group of readers have with it. The success is the extent to which they understand it, read it at an optimal speed, and find it interesting.”<sup>14</sup> We can also say that when the students find a text is interesting for them and they are able to read and understand it, then the text was readable for them.

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<sup>10</sup> William H. Dubay, *The Principles of Readability*, California: Costa Mesa Impact Information, 2004, p. 3

<sup>11</sup> Barbara Woods, et, all, A Critical Review of Readability and Comprehensibility tests, *The Journal of Tourism Studies*, Vol. 9, 1998, p. 51

<sup>12</sup> *Ibid.* p.3

<sup>13</sup> Anagnostou. N.K and Weir. G.R.S. From Corpus-Based Collocation Frequencies to Readability Measure. In: ICT In the Analysis, Teaching and Learning of Languages. Reprints of the ICTATLL Workshop, 2006. P.3

<sup>14</sup> *Op. Cit*, p.3

From some concepts above, knowing that the readability means how much of the idea and the language presented in an extended reading text that are comprehended by reader that determines his or her success in reading. The readability also measure of how well and how easily a text conveyed the meaning to reader from a text.

## **2. Readability Factor**

As a parameter of written language, many factors influenced the readability. The readability is complex and not a simple, precise measure is reflected in a statement from the Board of Directors of the International Reading Association. “Many factors enter into determining the readability of materials, including the syntactic complexity of sentences, density of concepts, abstractness of ideas, text organization, coherence and sequence of ideas, page format, length of type line, length of paragraphs, intricacy of punctuation, and the use of illustrations and color. In addition, research has shown that student interest in the subject-matter plays a significant role in determining the readability of materials”.<sup>15</sup>

From the explanation above we known that the term of readability is not simple but complex, not only refer to a reading material but also included the reader interest. The same text might be very easy for one reader yet extraordinarily difficult to another. Because the prior knowledge will greatly influence how well a reader

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<sup>15</sup> John J. Pikulski, *Readability*, University of Delaware: Mifflin Company, 2002, p.2.

could understand text dealing with particular topic. Meanwhile experts elaborated the factors that influenced the readability.

According to Gray and Leary identified more than 200 variables that affect readability, and grouped these into four categories:

1. Content (judge most significant)
2. Style (slight less significant)
3. Format (third in significance)
4. Features of organization (least significant)<sup>16</sup>

Their research showed that the most important of these categories were content and writing style, followed by format and “features of organization”. A significant finding was that of the four categories, only style – and variables related to it could be measured statistically.<sup>17</sup> The expert consequently characterized 64 variables related to reading difficulty and used correlation coefficients to identify the best readability indicators. The factors with greatest impact were the following.

1. Average sentence length in words
2. Percentage of easy words
3. Number of words not known to 90% of sixth-grade students
4. Number of “easy” words
5. Number of different “hard” words

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<sup>16</sup> *Op. Cit*, p.4

<sup>17</sup> *Op. Cit*, p.5

6. Minimum syllabic sentence length
7. Number of explicit sentences
8. Number of first, second, and third-person pronouns
9. Maximum syllabic sentence length
10. Average sentence length in syllables
11. Percentage of monosyllables
12. Number of sentences per paragraph
13. Percentage of different words not known to 90% of sixth-grade students
14. Number of simple sentences
15. Percentage of different words
16. Percentage of polysyllables
17. Number of prepositional phrases

### **3. Methods in Readability Assessment**

In assessing readability, some methods can be applied. Teachers who want to select appropriate text for the students in the process of teaching and learning reading could use any kind of method depended on their beliefs. The purpose of readability assessment is to help someone in knowing the readability level of text for certain reader. Readability of the text can be measured in two ways, they were:

### a. Readability formulas

One common approach to predicting readability was using readability formulas. Chall states in his book that readability formula is a tool for predicting the difficulty of text.<sup>18</sup> Readability formulas measure certain textual characteristics that are quantifiable. Such characteristics are usually described as “semantic” and if they concern the words used and “syntactic” if they have to do with the length or structure of sentences.<sup>19</sup> According to Haris and Hodges “readability formulas are any of a number of objective methods of estimating or predicting the difficulty level of reading material by analyzing the sample from them with result usually expressed as a reading grade level.”<sup>20</sup> Principally, readability formula is an instrument to estimate the difficulty level in understanding reading text. Amount of difficult words, amount of words in a sentence and the length of sentences get the readability score based on this formula in the reading text. The parts of readability formulas are mentioned as below:

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<sup>18</sup> Liselott Langeborg, *Readability; An Analysis of English Textbook, Academe for Utbildning Och Economy*, 2010, p. 2.

<sup>19</sup> *Op. Cit*, p.5

<sup>20</sup> Heidi Anne E. Mesmer, *Tools for Matching Readers to Texts*, New York: The Guildford Press, 2008, p.15

### 1) Flesch Reading Ease formula

Rudolf Flesch created Flesch reading Ease formula. A statistical readability formula analyzed the readability level through the numbers of syllables, words and sentences.<sup>21</sup> Chall stated on Dubay's book that was the most popular formula and the most tested and reliable. The Flesch Readability Formula has advantages. The first, they are very convenient. Because Microsoft Word was so widely used, these readability formulas are available to many people. With digital scanners that can copy the text into a file, user can avoid typing text into a Microsoft Word file and a simply obtain the readability estimate.<sup>22</sup> Furthermore, Flesch formed the formula as follow:

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

Where:

Score: Position on a scale of 0 – 100.

ASL: Average Sentence Length (the number of words divided by the numbers of sentences)

ASW: Average Number of Syllables per word (the number of syllables divided by the number of words)

It calculated reading ease on a scale from 1 to 100, with the range of 0 – 30 being “very difficult”, 30 – 50 being “difficult”, 50 – 60 being “fairly difficult”, 60 – 70 being “standard”, 70 – 80 being “fairly easy”, 80 – 90 being

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<sup>21</sup> *Op. Cit*, William H. Dubay, 2004, p. 22.

<sup>22</sup> *Op. Cit*, Heidi Anne E, 2008, p.29

“easy” and 90 – 100 being “very easy”. The description could be easier to be understood in the table 2.1:

**Table 1**  
**Reading Ease Scale of the Flesch Formula**

<b>Score</b>	<b>Difficult level</b>	<b>Reading grade</b>
0 – 30	Very difficult	College graduate
30 – 50	Difficult	13 <sup>th</sup> to 16 <sup>th</sup> grade ( college)
50 – 60	Fairly difficult	10 <sup>th</sup> to 12 <sup>th</sup> grade
60 – 70	Standard	8 <sup>th</sup> to 9 <sup>th</sup> grade
70 – 80	Fairly easy	7 <sup>th</sup> grade
80 – 90	Easy	6 <sup>th</sup> grade
90 – 100	Very easy	5 <sup>th</sup> grade

## 2) Flesch Kincaid Grade level Formula

The Flesch Kincaid Grade level formula translated the 0-100 to a grade level, making it easier for teachers, parents, librarians, and other to judge readability level of various books and texts. It could also meant the number of years of education generally required to understand this text. The grade level was calculated with the following formula:

$$FKGL = (0.39 \times ASL) + (11.8 \times ASW) - 15.59$$

Where:

ASL: Average Sentence Length (the number of words divided by the numbers of sentences)

ASW: Average Number of Syllables per word (the number of syllables divided by the number of words)

The result was a number that corresponded with a grade level. For example, a score of 8.2 would indicate that the text is expected to be understandable by an average student in 8<sup>th</sup> grade (usually around the ages 12-14 in Indonesia).

### 3) SMOG Formula

Harry McLaughlin developed the SMOG (Simple Measure of Gobbledygook) Readability Formula in 1969 through an article, *SMOG Grading – A New Readability Formula* in the *Journal of Reading*. It is a tool designed to estimate the readability level of the texts by taking the sample of word and sentence length. The SMOG examines 10 consecutive sentences from the beginning, middle and end of the text.<sup>23</sup> Here were the steps in analyzing readability using SMOG formula:

1. Count 10 sentences in a row near the beginning, 10 in the middle and 10 in the end for a total of 30 sentences.

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<sup>23</sup> Naudia Falcouner, et al. An Analysis of the Readability of Educational Materials on the Consumer Webpage of a Health Professional Organization: Consideration for Practice, *The Internet Journal of Allied Health Sciences and Practice*, Vol. 9, 2011, p. 3



2. In the 30 selected sentences, count every word of three or more syllables in each group of sentences, even if the same word appears more than once.
3. Calculate the square root of the number arrived at in Step 3 and round it off to nearest 10.
4. Estimate the square root of the number of polysyllabic words counted. This is done by taking the square root of the nearest perfect square. For example, if the count is 95, the nearest perfect square is 100, which yields a square root of 10. If the count lies roughly between two perfect squares, choose the lower number. For instance, if the count is 110, take the square root of 100 rather than 121.
5. Add 3 to the approximate square root. This gives the SMOG grade.<sup>24</sup>

The conversion table of SMOG formula is stated in table 2.2:

**Table 2**  
**SMOG Conversion Table**

<b>Word Count</b>	<b>Grade Level</b>
0-2	4
3-6	5
7-12	6
13-20	7
21-30	8

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<sup>24</sup> *Ibid*

31-42	9
43-56	10
57-72	11
73-90	12
91-110	13
111-132	14
133-156	15
157-182	16
183-210	17
211-240	18

#### 4) Fry Readability Graph

In 1968, Fry published a succinct graph and directions for use to estimate the readability of reading materials. Fry created the graph while teaching reading in Uganda.<sup>25</sup> Fry readability graph is developed by Burns, Roe and Ross in 2006. He claimed did not require the use of long vocabulary and mathematical computations. He explained that Fry's Graph has its own advantage. By using a chart, the teacher could write down his own criteria. The procedure involved counting the number of sentences and syllables in each hundred word samples and plotting on the graph the average number of syllables per hundred words.

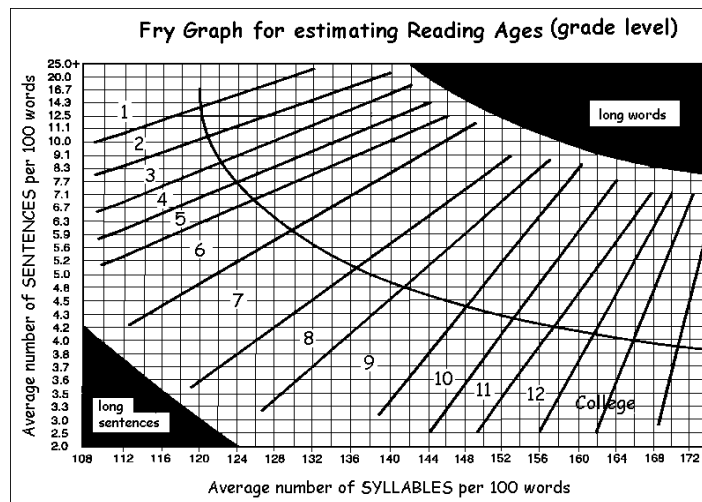
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<sup>25</sup> *Op. Cit*, Heidi Anne E, 2008, p.27

The following were the directions for computing Fry's Formula:

1. Select three 100-word passages from near the beginning, middle and end of the book.
2. Count the total number of sentences in each 100-word passage, estimating to the nearest tenth of a sentence. Average these three numbers.
3. Count the total number of syllables in each 100-word sample and average them for the three samples.
4. Plot on graph the average number of sentences per 100 words.

The example of fry graph is shown as below:



*Figure 1.2 Picture of Fry Graph*

## b. Cloze Test

Taylor in 1953 of the university Illinois' published "Cloze Procedures: Tool for measuring readability. The readability level also could be estimated by cloze procedure test. Cloze procedure text was a readability test which

used the students' ability in comprehending the text. Taylor argued that words were not the best measure of difficulty but how they related to one another. He proposed using deletion tests called Cloze tests for measuring an individual's understanding of a text.<sup>26</sup> In addition, it was a test constructed by deleting words from a selection and requiring students to fill in the blanks. The deleted words could be at random or mechanical procedure (every "n" word) where "n" is usually a number 5 or above.<sup>27</sup>

A cloze test used a text with regularly deleted words (usually every fifth word) and required the subjects to fill in the blanks. The percentage of words correctly entered was the Cloze score. The lower score's, the more difficult text. Because even advanced readers could not correctly complete more than 65% of the deleted words correctly in a simple text, texts for assisted reading require a cloze score of 35% or more. Below the table of judgments of cloze procedure test score:

**Table 3**  
**Cloze Procedure Test Score**

Score Judgment	Percentage of the correct answers
Independent level	Over 53%
Instructional level	44%-53%

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<sup>26</sup> *Op. Cit*, William H. Dubay, 2004, p.27

<sup>27</sup> *Ibid*. Bertola Perekeme, 2012, p.92

Frustration level	Up to 44%
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As a final point, the researcher would concern to statistical readability formulas that are Flesch Reading Ease Formula and Flesch Kincaid grade level formula to analyze the reading texts that are available in the textbook English on sky 2 to find out the readability level.

## C. Text

### 1. Definition of Text

According to Siahaan, text is meaning linguistic unit in context.<sup>28</sup> The meaning of context here referred to either linguistic context (the linguistic unit before and after a text) or non linguistic context (outside a text). A text was both a spoken text and a written text.

A spoken text was any meaning spoken text. It could be a word, phrase, sentence or discourse. A spoken discourse could be monolog, dialog or conversation. It could be a song, poetry, drama, lecture, etc. Moreover, a written text was any meaningful written text. It could be a notice, direction, advertisement, paragraph, essay, article, book, etc. A text refers to any meaningful short or long spoken or written text.<sup>29</sup>

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<sup>28</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008, p. 1.

<sup>29</sup> *Ibid.* Sanggam Siahaan, 2008, p.1

According to Mark and Kathy Anderson, a text is defined as the result of some words which are put together to communicate a meaning. Unconsciously, when someone speaks or writes to communicate a message, he is constructing a text. When someone reads or listens to a piece of text, he is interpreting its meaning. Creating a text requires us to make choices about the words we use and how we put them together. Our choice of words will depend on our purpose and our surroundings (context).<sup>30</sup>

Based on the explanation above the researcher conclude that text is a unit meaningful linguistic which coherent and appropriate in a context. It could be a word, phrase, a sentence, or a discourse. In addition, text was meaningful spoken or written words to communicate the meaning, and the term of text. In this study was belonged to reading text (written words) the printed material on the textbook, which was used in the process of teaching and learning.

## **2. Type of Text**

There are various kinds of text. It is very important for either the teachers or students to know about these kinds of text because it can help them to understand about the purpose of texts. Text are divided into several type, they are narrative, recount, descriptive, report and procedure.<sup>31</sup>

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<sup>30</sup> Mark Anderson and Kathy Anderson, *Text Types in English*, London: Macmillan, 2003, p.1

<sup>31</sup> Novriani, *Teaching Descriptive Text Writing Using Tourism Brochures at the Tenth Grade of MAN 1 Central Lampung in the Second Semester 2014*, A thesis : IAIN Raden Intan Lampung, 2014, p.34

1. Narrative

Narrative text is a text to amuse or entertain the readers and to tell a story and always use simple past tense. The generic structures of narrative text are orientation, complication, resolution, and reorientation.

2. Recount

Recount text is a text to retell something that happened in the past and to tell a series of past event. The generic structures of recount are orientation, event, and reorientation.

3. Descriptive

Descriptive text is a text to describe a particular person, place or thing in detail. The generic structures descriptive are identification, description.

4. Procedure

Procedure text is a text to help readers how to do or make something completely. The generic structures are goal/aim, materials/equipments, and step/method.

5. Report

Report text is a text presents information about something, as it is. The generic structures are general classification, description.

The text types include procedure, descriptive, recount, narrative, and report. Those are the text types that have to be learnt by the students of seventh grade base on

standard competencies and basic competencies in *KTSP*. Those types of text are also written in the textbook.

## **D. Textbook**

### **1. Definition of Textbook**

Richards says “textbooks are perhaps the commonest form of teaching materials in language teaching.”<sup>32</sup> In language program, textbook was used in different ways. For example, a reading textbook might be the basis for a course on reading skills. It provided both asset of reading texts and exercises for skills practice. A writing textbook might provide model composition and a list of topics for students to practice their writing. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking textbook might provide passages for students to read and discuss; as a result they can practice their speaking. A listening textbook together with audio cassettes or CDs might serve as the primary listening input in a listening course.<sup>33</sup>

Textbook is considered as the primary instructional resources in school. It played an important role in educational programs, it still used dominantly in teaching learning process. Moreover, the term of textbook, is not only as a course book but also as a set of teaching and learning guidelines. Theo Van Els, define “textbook is a coherent

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<sup>32</sup> Jack C. Richards, *Curriculum Development in Language Teaching*, New York: Cambridge University Press, 2001, p.254.

<sup>33</sup> *Ibid.*



body of teaching materials which may consist of either just the course books, but also for the learning package consisting of several parts.<sup>34</sup>

Additionally, Kolahi and Shirvani defines “textbook is the core learning composed of text/images designed to bring about a specific set of educational outcome; traditionally a printed and bound book including illustrations and instructions for facilitating sequences of learning activities.”<sup>35</sup> As we found textbook that we usually saw or used, it was a printed book that consists of materials with instructions/illustrations that was designed based on the sequence of learning activities. Textbook was intended to be used as one of learning facilitations and to make a specific educational outcome.

From those definitions, the researcher concluded that textbook was a coherent body consisting of some materials in form of printed text and/or images that was used as an instructional material in the teaching and learning process.

## **2. The Advantages and Disadvantages of Using Textbook in Language Teaching**

According to Richard, textbooks have some the advantages as follow:

1. They provide structure and a syllabus for a program
2. They help standardize instruction

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<sup>34</sup> Theo Van EsI, *Applied Linguistics and Learning & Teaching Language*, London: Wolters Noordhoff, 1991, p. 289

<sup>35</sup> Sholeh Kolahi and Elaheh Shirvani, *A Comparative Study of the Readability of English Textbooks of Translation and Their Persian Translations*, International Journal of Linguistics, Vol. 4, No. 4, 2012, p. 346.

3. They maintain quality
4. They provide a variety of learning resources
5. They are efficient
6. They can provide effective language models and input
7. They can train teachers
8. They are visually appealing.<sup>36</sup>

In addition, Harmer states that there are obvious advantages of textbook for both teachers and students.

“Good textbook often contain lively and interesting material; they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied so that students can revise grammatical and functional points that they have been concentrating on. Textbook can be systematic about the amount of vocabulary presented to the student and allow students to study on their own outside the class. Good textbooks also relieve the teacher from the pressure of having to think of original material for every class. Indeed there is a greater variety of published material for teaching and learning English than ever before.”<sup>37</sup>

Based on the statement above the researcher concluded that some of the advantages of a good textbook were: textbook could interest the students because it was easy to read so they could study on their own, textbook provided suitable materials for students, and textbook could be used as a good guidance by teachers. Therefore they do not feel burdened to prepare different material for different class. Besides, there were some disadvantages of textbooks:

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<sup>36</sup> *Op.Cit*, p. 254-255.

<sup>37</sup> Jeremy Harmer, *The Practice of English Language Teaching*, New York: Longman Publishing, 1991, p. 257.

According to Richard, textbooks have some the disadvantages as follow:

1. They may contain inauthentic language
2. They may distort content
3. They may not reflect students need
4. They can deskill teachers
5. They are expensive <sup>38</sup>

Moreover, Harmer also mentions some disadvantages of textbooks. He states:

“But textbooks can also have an adverse effect on teaching for a number of reasons. As we have already said they tend to concentrate on the introduction of new language and controlled work: a teacher relying too heavily on the textbook will often not be encouraged to provide enough roughly-tuned input or output practice. Textbooks also tend to follow the same format from one unit to the next. There are good reasons why this should be the case: they are thus easier to get to know” and to handle, both for teacher and student, and they are also easier to design and write. But this similarity of format generally involves a rigid sequence. Almost all textbooks at the elementary level start by introducing new language, for example, and they then follow a sequence of practice combining the new language with language the students already know. Reading and listening generally have a set place in the sequence and each unit looks more or less like those that come before and after it.”<sup>39</sup>

From the statement above, we knew that teachers who relied so much on the use of textbook without using other materials, often found a difficulty to improve their teaching in language. They tended to focus on what was written than to provide other materials that support the language teaching. This was one of the disadvantages of textbook. Further, another disadvantage was textbook form a same format from one unit to the next. This might make students feel bored for learning in same

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<sup>38</sup> *Op. Cit*, p.256.

<sup>39</sup> *Op. Cit*, p.257

sequence. In order to reduce the disadvantages of the textbook, the teachers had to be creative and understanding about the text that was appropriate for students' level. Actually, the main role in the teaching and learning process in the class was not only a textbook but also the teacher. Teacher had the crucial role in the success of teaching and learning process. Therefore, teachers had to be innovative when they found that the textbook was not appropriate for their students especially in the appropriateness of reading texts.

### **3. The Role of Textbook in English Language Teaching (ELT)**

Nowadays, textbook played important role in English language teaching process. According to Sheldon in Wong "a textbook can be referred to as a published book specially designed to help language learners to improve their linguistic and communicative abilities."<sup>40</sup> Patricia Byrd in Fernando states that most teachers depend on textbooks often as require tool because they provide content and activities that shape what happen in the classroom.<sup>41</sup>

Hutchinson and Torres explain that textbook is an almost universal element of teaching and guidance for a teacher, a memory aid for pupils, and a permanent record for measuring what has been learnt. Secondly, a textbook can also become the supplement for teachers' instruction in classroom. Thirdly, a textbook for

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<sup>40</sup> Wong Pak Wing Lawrence, *Textbook Evaluation : A Framework For Evaluating The Fitness of The Hong Kong New Secondary School (Nss) Curriculum*, Department of English City University of Hong Kong, 2011. p.5

<sup>41</sup> Luis Fernando Gomez-Rodriguez, *English Textbook for Teaching and Learning English as a Foreign Language: Do They Really Help to Develop Communicative Competence?*, Universidad de La Sabena, 2010, vol.13, no.3, p. 332

inexperienced teachers can provide ideas on kinds of materials and techniques. In addition, a textbook can be the guidance for teachers in giving the systematic materials for the students. It is generally accepted that the role of the textbook is to be at the service of teachers and learners but not to be their master.<sup>42</sup>

Addition the role textbooks provided available source of ELT materials for teachers to focus on doing the real work of teaching, and not having their energy dispersed by preparation of teaching materials. It meant using textbook was more efficient with readily material and available source for their students’.

From the explanation above the researcher conclude that textbook became a crucial and main sources to the teachers in teaching English language, because textbook provide the material and content of the lessons to their students. The textbook also could guide the teacher because it provided ideas on how to plan and teach lessons as well as formats that teachers could use.

#### **4. Textbook Selection**

In the selection of textbooks, first, teachers’ needed to obtain some information or data related to those textbooks. The data could be obtained from both the textbook and the textbook users.<sup>43</sup> The data obtained from the textbook means the

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<sup>42</sup> Rohmatillah, *Readability Level of Reading Text in English Textbook Entitled English Alive for Senior High School Tenth Grade Publish By Yudhistira*, Jurnal Tadris Bahasa Inggris, IAIN Raden Intan Lampung, p.89

<sup>43</sup> Theo Van Es, *Applied Linguistics and Learning & Teaching Language*, London: Wolters Noordhoff, 1991, p. 298

data collection and description on the form and content of the textbook itself. The sources of this data are authors and publishers, information, textbook reviews, checklists, and textbook descriptions and the development of new descriptive tools. Furthermore, the data obtained from textbook users means the data collection and description on the effects textbooks have on their users. These effects include the effects on teachers, students and the process of teaching and learning. The sources of this data are user's judgments and experimental research into the effects of textbooks.

In addition, since teachers are not the ones who create materials (in this case is in the form of textbook) but provide them and they need to rely largely on commercial textbooks; they have to make a good decision on selecting a suitable textbook for their students.

According to van Els et. al., there are two stages in the selection of a textbook:

1. Global selection. This is a first selection of textbooks which have sufficient superficial appeal. The information needed to make such a choice can be obtain from textbook reviews, users' judgment, information from authors and publishers, and the teachers' own global analysis (based, for instance, on a textbook typology).
2. Analysis of the textbooks remaining after first selection. For this purpose checklists, comparative textbook descriptions, detailed comments from users,



and, where available, reports on empirical research into the effects of the textbooks in question can be very useful.<sup>44</sup>

In other words, there is two-step that teachers needed to do in selecting textbook for their students. The first step is obtaining textbook information. Teachers could obtain the information from the textbook reviews, user judgment, authors and publishers' information, or their own global analysis. The second step is analyzing the textbook after obtaining the textbook information as mentioned before. Teachers had to analyze the textbook for further information. This analysis could be in the form of checklists, comparative textbook description, detailed comments from users, or reports on empirical research into the effects of textbooks. The teachers could do those steps in order to obtain good information about the suitability of textbook for their students. Once the teachers had done the two steps, they could decide whether they would use the textbook for their students or not.

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<sup>44</sup> *Ibid.* p. 299

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research, the researcher used descriptive content analysis as a research design. Eriyanto stated that “descriptive content analysis is a content analysis that is used to describe the detail of a message or certain text”.<sup>1</sup> This research design is not aimed to test certain hypothesis or to test the correlation between variables. The content analysis is only used to explain, describe some aspects and characters of a text or message.

Research method is a set of technical procedure that arrange systematically and logically along with scientific principles. The method used in this research is content analysis with analysis quantitative approach. Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents.<sup>2</sup> Therefore, content analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristic of the material. The materials analyzed can be textbooks, news paper and other types of documents.

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<sup>1</sup> Eriyanto, *Analisis isi: Pengantar Metodologi Untuk Penelitian Ilmu Komunikasi dan Ilmu - Ilmu Sosial Lainnya*. Jakarta: Kencana Prenanda Media Group, 2011, p. 33

<sup>2</sup> Donal Ary Et.Al, *Introduction to Research in Education*. Canada: Wadsworth Cengage Learning. 2010. p.29

Although the analysis process of readability use a mathematical pattern in this research to find out readability level in which the researcher describe the readability level of selected reading text on the “English on sky 2” book.

## **B. Source of Data**

In this research the data was reading text which was taken from an English textbook used by the eighth grade students of SMP Budaya Bandar Lampung. The textbook title was “English on Sky 2” for Junior High School grade VIII. English on sky is a series of English textbook for Junior high school students. It was published by Erlangga. It was composed by Mukarto, Sujatmiko, Josephine S. M., and Widya Kiswara. It was published on year 2004 which has ISBN 979-78 –297-9. English on Sky 2 textbook consisted of 10 units and the textbook based on KTSP curriculum.

## **C. Data Collecting Technique**

In this research the researcher used documentation to collect the data and the document itself is the sources that are taken from written forms such as: books, newspaper, articles, magazines, regulations, etc.<sup>3</sup>

Documents represent a good source for text (word) data. They provide the advantage of being in the language and words of the participants, who have usually given

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<sup>3</sup> Suharsimi Arikunto, *Prosedur Penelitian Edisi Revisi VI*, Yogyakarta: Rineka Cipta, 2006, , p. 158

thoughtful attention to them. They were also ready for analysis without the necessary transcription that was required with observational or interview data.<sup>4</sup>

Here are several useful guidelines for collecting documents in research:

1. Identify the types of documents that can provide useful information to answer your qualitative research questions.
2. Consider both public (e.g., school board minutes) and private documents (e.g., personal diaries) as sources of information for your research.
3. Once the documents are located, seek permission to use them from the appropriate individuals in charge of the materials.
4. If you ask participants to keep a journal, provide specific instructions about the procedure.
5. These guidelines might include what topics and format to use, the length of journal entries, and the importance of writing their thoughts legibly.
6. Once you have permission to use documents, examine them for accuracy, completeness, and usefulness in answering the research questions in your study.
7. Record information from the documents. This process can take several forms, including taking notes about the documents or, if possible, optically scanning them so a text (or word) file is created for each document. You can easily scan

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<sup>4</sup> John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4<sup>th</sup> edition*, Boston: Pearson Education, 2008, p.223.

newspaper stories (e.g., on speeches by presidential candidates) to form a qualitative text database.<sup>5</sup>

Meanwhile in this research, the researcher used publish textbook as the document. The researcher chose the eighth grade students of SMP Budaya Bandar Lampung. Then the researcher asked the English teacher there about the English textbook used for teaching in the class. After getting permission the textbook was taken by the researcher and then copies (rewrite) the texts into Microsoft Word that will be analyzed in this research as primary document.

#### **D. Instrument of the Research**

The instrument of the research is equipment that is used by the researcher to collect the data, in which it is important to get the accurate data.<sup>6</sup> It means that an instrument is some tools that were used to get data which was done by analyzing or observing certain object to collect the appropriate data.

The instruments of this research were Flesch readability formula and Flesch Kincaid Grade level formula. The researcher employed the Flesch readability formulas as the way to measurement, because there were mostly used, simple, and has easy step or direction to analyze. And the researcher hope this analysis would be useful as a direction for the teacher and reading text developer to measure reading texts based on the readability.

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<sup>5</sup> *Ibid.* John W. Creswell, 2008, p.223

<sup>6</sup> *Op. Cit* , p.160

## **E. Data Analysis**

To analyze the data there would be some steps that would be used by researcher, first the researcher selected the textbook that is used as the object of this research. After selecting the textbook, the researcher took the texts from the textbook. Second the researcher counted the number of sentences, words, and syllables of each text. The third, researcher continues to look for the Average Sentence Length (ASL) and the Average Number of Syllable per Word (ASW) of each text.

After finding the ASL and ASW, the researcher attempted to find out the readability score by using formula and the last, the researcher described, and gave further explanation related to the readability and determining the grades of each reading texts by comparing the result of the scores as shown in the readability table (see Appendix 2).

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. TEXTBOOK DESCRIPTION**

The researcher analyzed English textbook entitled “English on Sky 2” for Junior High School grade VIII. English on sky is a series of English textbook for Junior high school students. It published by Erlangga, English on Sky 2 book consist of 8 units and 207 pages. The Each unit is presented material based on Basic English skill such as reading, listening, speaking and writing. The focus of this research was the reading texts in the textbook. The reading texts in whole units have topic based on the genre of the text such as descriptive, narrative, and spoof. The researcher took all reading texts in reading sections.

### **B. RESEARCH FINDING**

The researcher used Flesch Reading Ease Formula and Flesch Kincaid Grade level to find out the readability level of the reading texts on the textbook *English on sky 2*, the readability score was gotten by counting the syllables, words, and sentences of each text. The calculation result of the sentences, words, and syllables of each text is presented in table 4:

**Table 4**  
**The Description of Sentences, Words, and Syllables**  
**Calculations of Reading Texts**

<b>Text</b>	<b>Title</b>	<b>Number of words</b>	<b>Number of sentences</b>	<b>Number of syllables</b>
1	Dear Diary	99	14	118
2	Thomas Alva Edison	171	18	270
3	Alimudin, a Local Footballer	124	18	174
4	Camping	122	11	180
5	Last Summer Holyday	103	11	140
6	Dear shanty	219	22	306
7	Beauty and the beast	251	26	338
8	Louis Pasteur	210	15	378
9	Muhammad Hatta	235	22	420
10	Jonas Edward	182	19	334
11	None of Your Business	156	14	212
12	Accidentally Guilty	126	10	163
13	The stingy and the Generous	221	21	309
14	Takatuliang the Woodcarver	248	23	375
15	The Cowardly Lion	242	20	329
16	The Deadly Poppy Field	289	31	401



After counting the number of words, sentences and syllables, the researcher then counted ASL (average sentence length) and ASW (average number of syllable per- word). The result was as follow:

**Table 5**  
**The Result of Average Sentence Length and Average Number**  
**of Syllable per-word**

<b>Text</b>	<b>Title</b>	<b>Average Sentence Length (ASL)</b>	<b>Average Number of Syllable Per- Word (ASW)</b>
1	Dear Diary	7.07	1.19
2	Thomas Alva Edison	9.5	1.58
3	Alimudin, a Local Footballer	6.88	1.40
4	Camping	11.09	1.48
5	Last Summer Holyday	9.36	1.36
6	Dear shanty	9.95	1.40
7	Beauty and the beast	9.65	1.35
8	Louis Pasteur	14	1.80
9	Muhammad Hatta	10.68	1.79
10	Jonas Edward	9.58	1.84
11	None of Your Business	11.14	1.39
12	Accidentally Guilty	12.6	1.29

13	The stingy and the Generous	10.52	1.40
14	Takatuliang the Woodcarver	10.78	1.51
15	The Cowardly Lion	12.1	1.36
16	The Deadly Poppy Field	9.32	1.39

Furthermore, after counting the ASW and ASL of each text, the researcher continued to count the readability by using Flesch Reading ease formula (FRE) and Flesch Kincaid Grade Level (FKGL).

1. The result finding of the text 1 entitled “Dear Diary” based on Flesch Reading Ease score was 98, and it meant that the text was in *very easy level* categorized. Basically, this text was for the 13<sup>th</sup>-16<sup>th</sup> grade students. Based on result of Flesch Kincaid Grade level the score was 1.2, which meant that it was suitable for the students in grade 1<sup>th</sup> - 2<sup>h</sup>.
2. The result finding of the text 2 entitled “Thomas Alva Edison” based on Flesch Reading Ease score was 64, and it meant that the text was in *standard level* categorized. Basically, this text was suitable for the 8<sup>th</sup> grade to 9<sup>th</sup> grade students. Based on result Flesch Kincaid Grade level the score was 6.7, which meant that it was suitable for students in grade 6<sup>th</sup> -7<sup>th</sup>.
3. The result finding of the text 3 entitled “Alimudin, a Local Footballer” based on Flesch Reading Ease score was 81, and it meant that the text was in *easy*

*level* categorized. Basically, this text was suitable for the 6<sup>th</sup> grade students. Based on result Flesch Kincaid Grade level the score was 3.6, which meant that it was suitable for students in grade 3<sup>rd</sup> to 4<sup>th</sup>.

4. The result finding of the text 4 entitled “Camping” based on Flesch Reading Ease score was 70, and it meant that the text was in *standard level* categorized. Basically, this text was suitable for the 8<sup>th</sup> – 9<sup>th</sup> grade students. Based on result Flesch Kincaid Grade level the score was 6.1, which meant that it was suitable for students in grade 6<sup>th</sup> – 7<sup>th</sup>.
5. The result finding of the text 5 entitled “Last Summer Holyday” based on Flesch Reading Ease score was 82, and it meant that the was in *easy level* categorized. Basicall, this text was suitable for the 6<sup>th</sup> grade students. Based on result Flesch Kincaid Grade level the score was 4.1, which meant that it was suitable for students in grade 4<sup>th</sup> – 5<sup>th</sup>.
6. The result finding of the text 6 entitled “Dear shanty” based on Flesch Reading Ease score of this text was 88, and it meant that the text was in *easy level* categorized. Basically, this text was suitable for the 6<sup>th</sup> grade students. Based on result Flesch Kincaid Grade level the score was 4.8, which meant that it was suitable with students in grade 4<sup>th</sup> – 5<sup>th</sup>.
7. The result finding of the text 7 entitled “Beauty and the beast” based on Flesch Reading Ease score of this text was 83, and it meant that the text was in *easy level* categorized. Basically, this text was suitable for the 6<sup>th</sup> grade

students. Based on result Flesch Kincaid Grade level the score was 4.1, which meant that it was suitable for students in grade 4<sup>th</sup> -5<sup>th</sup>.

8. The result finding of the text 8 entitled “Louis Pasteur” based on Flesch Reading Ease score was 40, and it meant that the text was in *difficult level* categorized. Basically, this text was suitable for the 13<sup>th</sup>-16<sup>th</sup> grade students. Based on result Flesch Kincaid Grade level the score was 11.1, which meant that it was appropriately suitable for students in grade 11<sup>th</sup> – 12<sup>th</sup>.
9. The result finding of the text 9 entitled “Muhammad Hatta” based on Flesch Reading Ease score was 45, and it meant that the text was in *difficult level* categorized. Basically, this text was suitable for the 13<sup>th</sup> – 16<sup>th</sup> grade students. Based on result Flesch Kincaid Grade level the score was 9.6, which meant that it was suitable for students in grade 9<sup>th</sup> to 10<sup>th</sup>.
10. The result finding of the text 10 entitled “Jonas Edward” based on Flesch Reading Ease score was 41, and it meant that the text was in *difficult level* categorized. Basically, this text was suitable for the 13<sup>th</sup> – 16<sup>th</sup> grade students. Based on result Flesch Kincaid Grade level the score was 9.8, which meant that it was suitable for students in grade 9<sup>th</sup> – 10<sup>th</sup>.
11. The result finding of the text 11 entitled “None of Your Business” based on Flesch Reading Ease score was 78, and it meant that the text was in *fairly easy* categorized. Basically, this text was suitable for the 7<sup>th</sup> grade students. Based on result Flesch Kincaid Grade level the score was 5.1, which meant that it was suitable for students in grade 5<sup>th</sup> – 6<sup>th</sup>.

12. The result finding of the text 12 entitled “Accidentally Guilty” based on Flesch Reading Ease score was 85, and it meant that the text was in *easy level* categorized. Basically, this text was suitable for the 6<sup>th</sup> grade students. Based on result Flesch Kincaid Grade level the score was 9.0, which meant that it was suitable for students in grade 9<sup>th</sup> -10<sup>th</sup>.
13. The result finding of the text 13 entitled “The stingy and the Generous” based on Flesch Reading Ease score was 78 and it meant that the text was in *fairly easy* categorized. Basically, this text was suitable for the 7<sup>th</sup> grade students. Based on result Flesch Kincaid Grade level the score was 5.0, which meant that it was suitable for students in grade 5<sup>th</sup> – 6<sup>th</sup>.
14. The result finding of the text 14 entitled “Takatuliang the Wood carver” based on Flesch Reading Ease score was 74, and it meant that the text was in *fairly easy* categorized. Basically, this text was suitable for the 7<sup>th</sup> grade students. Based on result Flesch Kincaid Grade level the score was 6.4, which meant that it was suitable for students in grade 6<sup>th</sup> -7<sup>th</sup>.
15. The result finding of the text 15 entitled “The Cowardly Lion” based on Flesch Reading Ease score was 79, and it meant that the text was in *fairly easy* categorized. Basically, this text was suitable for the 7<sup>th</sup> grade students. Based on result Flesch Kincaid Grade level the score was 5.1 which meant that it was suitable for students in grade 5<sup>th</sup> – 6<sup>th</sup>.
16. The result finding of the text 16 entitled “The Deadly Poppy Field” based on Flesch Reading Ease was 79, and it meant that the text was in *fairly easy*

categorized. Basically, this text was suitable for the 7<sup>th</sup> grade students. Based on result Flesch Kincaid Grade level the score was 4.4 which meant that it was suitable for students in grade 4<sup>th</sup> – 5<sup>th</sup>.

In addition, the researcher have summarized as follows:

**Table 6**  
**The Result of Readability Score of the Reading Texts Based on the Reading Ease Scale of the Flesch Formula**

<b>Text</b>	<b>Title</b>	<b>Readability score</b>	<b>Level</b>	<b>Estimated Reading grade</b>
1	Dear Diary	98	Very Easy	5 <sup>th</sup> grade
2	Thomas Alva Edison	64	Standard	8 <sup>th</sup> grade to 9 <sup>th</sup> grade
3	Alimudin, a Local Footballer	81	Easy	6 <sup>th</sup> grade
4	Camping	70	Standard	8 <sup>th</sup> grade to 9 <sup>th</sup> grade
5	Last Summer Holyday	82	Easy	6 <sup>th</sup> grade
6	Dear shanty	88	Easy	6 <sup>th</sup> grade
7	Beauty and the Beast	83	Easy	6 <sup>th</sup> grade
8	Louis Pasteur	40	Difficult	13 <sup>th</sup> to 16 <sup>th</sup> ( college)
9	Muhammad Hatta	45	Difficult	13 <sup>th</sup> to 16 <sup>th</sup> ( college)
10	Jonas Edward	41	Difficult	13 <sup>th</sup> to 16 <sup>th</sup> ( college)
11	None of Your Business	78	Fairly easy	7 <sup>th</sup> grade
12	Accidentally Guilty	85	Easy	6 <sup>th</sup> grade

13	The stingy and the Generous	78	Fairly easy	7 <sup>th</sup> grade
14	Takatuliang the Woodcarver	74	Fairly easy	7 <sup>th</sup> grade
15	The Cowardly Lion	79	Fairly easy	7 <sup>th</sup> grade
16	The Deadly Poppy Field	79	Fairly easy	7 <sup>th</sup> grade

**Table 7**  
**The Result of Readability Score of the Reading Texts**  
**Based on Flesch Kincaid Grade Level**

<b>Text</b>	<b>Title</b>	<b>Readability Score</b>	<b>Estimated Reading grade</b>
1	Dear Diary	1.2	1 <sup>th</sup> – 2 <sup>th</sup>
2	Thomas Alva Edison	6.7	6 <sup>th</sup> – 7 <sup>th</sup>
3	Alimudin, a Local Footballer	3.6	3 <sup>rd</sup> – 4 <sup>th</sup>
4	Camping	7.1	7 <sup>th</sup> – 8 <sup>th</sup>
5	Last Summer Holyday	4.1	4 <sup>th</sup> -5 <sup>th</sup>
6	Dear shanty	4.6	4 <sup>th</sup> -5 <sup>th</sup>
7	Beauty and the Beast	4.1	4 <sup>th</sup> -5 <sup>th</sup>
8	Louis Pasteur	11.1	11 <sup>th</sup> -12 <sup>th</sup>
9	Muhammad Hatta	9.6	9 <sup>th</sup> -10 <sup>th</sup>
10	Jonas Edward	9.8	9 <sup>th</sup> -10 <sup>th</sup>
11	None of Your Business	5.1	5 <sup>th</sup> – 6 <sup>th</sup>
12	Accidentally Guilty	9.0	9 <sup>th</sup> -10 <sup>th</sup>

13	The stingy and the Generous	5.0	5 <sup>th</sup> -6 <sup>th</sup>
14	Takatuliang the Woodcarver	6.4	6 <sup>th</sup> – 7 <sup>th</sup>
15	The Cowardly Lion	5.1	5 <sup>th</sup> -6 <sup>th</sup>
16	The Deadly Poppy Field	4.4	4 <sup>th</sup> -5 <sup>th</sup>

### C. DICUSSION

The result of Flesch Reading Ease Formula show that 16 reading texts on the textbook *English on sky 2* were categorized into five levels: The first category was very easy level, there was 1 reading text (6.25%) in this level. The readability scores were 90 – 100 and the estimated of reading grade, it was for fifth grade of elementary school. The second category was easy level, there were 4 reading texts (25%) in this level. The readability scores were 80 – 90 and the estimated of reading grade, it was sixth grade of elementary school. The third category was fairly easy level, there were 5 reading texts (37.5 %) in this level. The readability scores were 70 – 80 and the estimated of reading grade was seventh grade of junior high school. The fourth category was standard level, there were 2 reading texts (12.5%) in this level. The readability scores were 60 – 70 and the estimated reading grade, it was eighth to ninth of junior high school. The fifth category was difficult level, there were 3 reading texts (18.75%) in this level. The readability score was 30 – 50. The estimated of reading grade, it was thirteenth to sixteenth of college student. Meanwhile, the result of data



analysis from the Flesch Kincaid grade level formula show that there were 10 texts (62.5%) have low readability and the other 5 texts (31.25%) have high readability for eighth grade students. There were only 1 (6.25%) reading text suitable for eighth grade students.

This research gives the description that the readability of English on sky 2 book are low. Based on the result of Reading Ease formula, it proves that 10 texts are categorizing into ease and fairly ease level. From all 16 reading texts only 2 texts that are suitable for eighth grade students. Furthermore, based on the result of Flesch Kincaid Grade level formula have same result with reading ease formula that the readability of English on sky 2 book are low. The result show 10 reading texts (62.5%) are not appropriate to eighth grade students because the score is under the eighth grade. Only 1 reading texts suitable with the eighth grade students.

The result of analysis readability formulas shows that many texts are too easy for eighth grade students. Therefore, the texts on the English textbook English on sky 2 is not suitable for the eighth grade students. This becomes a problem for the students if the readability of students' reading material is too easy. Students will be less interested in reading and students' reading skills will not develop or increase. In fact, students still difficult to understand the texts on the textbook because there are other factors outside the readability text that make students still face difficulties in comprehending the English reading texts



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

After analyzing the data of reading texts on the textbook English on Sky 2 by using Flesch Reading Ease Formula and Flesch Kincaid grade Level, the researcher found readability of reading texts in the “English on sky 2 book” are not suitable for eighth grade students of junior high school. Based on the result of reading ease formula, from sixteen reading texts, ten (62.5%) reading texts are too easy for eighth grade students. They were only two reading texts (12.5%) suitable for eighth grade students. Meanwhile, the result of Flesch Kincaid Grade Level formula showed ten reading texts (62.5%) the score under the eighth grade students and five reading texts (31.25%) above the grade eighth. only one text was suitable for the eighth grade students.

#### **B. SUGGESTION**

From the discussion above, the researcher would like to offer some suggestions as follows:

1. For the English Teachers and Students

The English teachers should analyze the texts' readability before selecting a textbook. Analyzing the texts' readability was important for the teachers and students. The English teachers could predict and ensure reading material were suitable for his students' reading level.

For the students, they should diligent and enrich their vocabulary. Students should be diligent in learning and reading English textbook in order to practice and increase their reading ability. .

## 2. For the Authors and Publisher

The authors and publisher should pay attention and consider the suitability to the texts that will be learnt by students with check the readability level before published the textbook.

## 3. For the Other or Next Researchers

- a. The writer hopes to other researchers to examine other factors that influence the text such as interest, exploitability, topic, appropriateness, cultural suitability and appearance.
- b. The next researchers also can find out the readability level of English texts by using other techniques such as Cloze Procedure test, SMOG formula, etc.

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# APPENDICES



## ***Appendix 1***

### **Reading Text**

#### **Text 1**

**Dear diary.**

Today is my unforgettable 12th birthday party. Lots of people are coming. They are my friends and my family. They give me some presents and they are doing things that I like.

Suryo is playing the guitar and Sally is standing next to Suryo. She is playing the violin. They are playing my favorite music. Everybody is singing Nidji's song for me. In the middle of the room, Nani is dancing a beautiful dance. It is great. Aunt Ully is serving all the guests a glass of coke. My Parents are chatting. I really like this party.

#### **Text 2**

##### **Thomas Alva Edison**

Thomas Alva Edison was one the greatest inventors of all time. He lived from 1847 until 1931. He was born in Milan, Ohio in 1847. In 1854 his family moved to port huron, Michigan. When he was 12, he got very sick. As a result, he became partially deaf. He attended school for only three months there. So his mother taught him reading, writing and arithmetic. In 1862, Edison saved a boy from being run over by train. The boy's father operated telegraph machine. As thanks, the father taught Edison how to operate the telegraph. Later, Edison made improvement to the telegraph. In 1876, Edison started the first industrial research laboratory at Menlo park, New jersey. One of his inventions is the long lasting light bulb. Thomas Alva Edison died in 1931. When he died all electric current in the country was turned off. Although he did not have enough formal education and was deaf, he became a famous inventor. Once he said "genius is one percent inspiration and ninety-nine percent perspiration".

### **Text 3**

#### **Alimudin, a Local Footballer**

Alimudin is 16 years old. He is a local footballer who plays for a small football club in Paramatta, Sydney. He works hard to be a professional footballer.

His day starts at 4. First, he says his prayer and then he goes jogging. He goes jogging for one hour. After jogging, he joins his club to do some practice. After that he takes a rest and takes a bath. His mother always prepares simple breakfast for him. After breakfast, he goes to school.

At 3 p.m. he goes to the football field. His football club practices playing football. He learns a lot from his coach. His football practice ends at about 5 p.m. he goes home and does his other daily activities.

### **Text 4**

#### **Camping**

Camping is hobby of people of different ages. They usually go camping on weekends or holidays. They live outside their house for one or more days. They bring food, clothes and other daily needs with them. They often bring some cooking utensils and cook their own food. They spend several days, or even weeks in a tent. They do a lot of activities, like fishing, swimming, watching birds and wildlife, and playing games. Camping helps people free themselves from the stress of city life. They leave the city and move closer to nature. Many people believe that camping is very good for health. Hiking around a campsite or swimming in a river or sea nearby is a good exercise for the body.

## Text 5

### Last Summer Holiday

Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and a swimming pool. First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there. We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

## Text 6

### Dear Shanti

It was my birthday last week and my family gave me a small party. I invited my best friends to the party. There were about 15 people in the party, including my parents and my sister, Putri. It was a great surprise that my uncle Awang could come too. He works in a small company in Bengkulu, Sumatra.

There were some presents for me. My parents gave me a new *Harry Potter* novel. They know that I love reading. My sister bought me a *Spiderman* CD game. Both of us like playing video games and we often play together. Butet, my best friend, gave me a CD of a song collection from my favorite singers. She really knows my hobby. And I really like the present from my uncle. He did not give me any books or CDs but he taught me and my friends to play a traditional game from Bengkulu. The game has a funny name: *Palak Babi*. *Palak* is from the word *Kepala* or head, in English we say Pig Head. My friends and I played it in the yard. It was very exciting. We were tired because we had to run a lot but we enjoyed the game.

Dou you like playing traditional games, Shanti? Please write me back, okay.

Best regard,

Iwan

## **Text 7**

### **Beauty and the Beast**

Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince did not like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looks very ugly instead and all his servant turned into furniture.

One day, an old man named Maurice was traveling past the castle. It was raining so hard so he decided to enter the castle. When the beast saw him, he captured him. After some time, Maurice's daughter, Belle, began, to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home. While Belle was staying at the castle, the beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The beast and his servants became human again. Then, the beast and Belle got married. They lived happily ever after.

## **Text 8**

### **LOUIS PASTEUR**

**Louis Pasteur** was born in Dole on December 27, 1822. He was a French chemist and biologist. In 1847 he earned a doctorate at the Ecole Normale in Paris, with a focus on both physics and chemistry. In 1854 he worked on bacteria. He found that the desired production of alcohol in fermentation is indeed due to yeast. The undesired one is due to the presence of additional organisms such as bacteria. Because he was aware of the presence of microorganisms in nature, in 1864 Pasteur undertook several experiments to find out where these "germs" came from.

In 1865 he found a method to destroy harmful bacteria without materially changing the composition flavor, or nutritive value of the liquid. The process was named after him, pasteurization.

Pasteur also determined the natural history of anthrax, a fatal disease of cattle. He proved the anthrax is caused by a particular bacillus. He suggested that animals should be given anthrax in a mild form by vaccinating them with weakened bacilli. This vaccine provided immunity from potentially fatal attacks. Louis Pasteur contributed so much to public sanitation. He founded the science of microbiology, proved the germ theory of disease, invented the process of pasteurization, and developed vaccines for several diseases, including rabies.

## **Text 9**

### **Muhammad Hatta**

Muhammad Hatta was one of Indonesian founding fathers. He lived from 1902 until 1980. Together with Soekarno, he proclaimed the independence of Indonesia on 17<sup>th</sup> August 1945.

Muhammad Hatta was born on 12<sup>th</sup> August 1902 in Bukittinggi, West Sumatra. When he was still in junior high school in Bukittinggi he joined the league of Young Sumatrans.

When he finished his study in Bukittinggi, he moved to Batavia. Then, he went to the Netherlands to continue his study. When he was there, he participated actively in the National Movement. As a result, he was arrested by the Dutch government.

In 1932, Bung Hatta went back to Indonesia. He joined a political organization called *Pendidikan Nasional Indonesia*. This organization wanted Indonesian people to know many things about politics. Because of this activity he was arrested again. He was sent to Boven Digul, and later to Banda Neira as a prisoner. Before the Japanese invaded Indonesia in 1942 he was brought back to Java. On 17<sup>th</sup> August 1945, two days after Japan surrendered to the Allies, Bung Hatta declared the independence of Indonesia. Then, they were selected as the president and vice president. Bung Hatta

was the vice president until 1956. He resigned and concentrated in writing. On 14<sup>th</sup> March 1980 Bung Hatta passed away in Jakarta.

Muhammad Hatta was one of the greatest people in Indonesia. People will always remember him as an honest and sincere person.

#### **Text 10**

##### **Jonas Edward**

Jonas Edward Salk was an American physician and epidemiologist. He developed the first vaccine against poliomyelitis. He lived from 1914 to 1995. He was born in New York City. He received an M.D. from New York University in 1939 and was appointed assistant professor of epidemiology at the University of Michigan. In 1947 he became head of the virus research laboratory at the University of Pittsburgh. From 1949-1954 he was a research professor of bacteriology. He was a professor of preventive medicine and chairman of the department from 1954 to 1956. Finally, he was a professor of experimental medicine from 1957 to 1963.

Salk and his colleagues developed an inactivated vaccine against polio in 1954, the vaccine was distributed nationally. It greatly reduced the disease. In the mid 1950s the American virologist

Albert Sabin developed Salk's discovery. He found an oral vaccine. His discovery brought polio under control. Now, people all over the world use Salk's discovery. The Indonesian government has a national program on it. However, only a few people know the inventor, Jonas Edward Salk.

#### **Text 11**

##### **None of your Business!**

Last week I went to my sister's school to see her performance in a drama. First, I looked for the best seat in the school hall. Then, I sat and waited patiently for the drama.

As soon as the drama started, I tried to concentrate on the performance. The drama was good but I did not enjoy it. Two children were sitting behind me and they were

talking loudly. I got very angry because I could not hear the conversations. So I turned my head and looked at them angrily. They did not pay any attention and kept on talking. Finally, I turned round again and said angrily that I couldn't hear a word. To my surprise they told me that it was none of my business. I thought they did not understand. What I was trying to say was that I couldn't hear the drama, not their conversation.

## **Text 12**

### **Accidentally Guilty**

Yesterday I took my dog for a walk. We went to the park near my house. It was still very early in the morning, so I didn't see many people there. My dog and I played „throw and catch it'. First, I threw the stick nearby and my dog caught it easily. Then, I threw it passing the bushes at bit far from us. Suddenly, I heard someone screaming. Then a man walked out from the bushes with one hand on his head. It was my dad. I did not know that he was jogging in the park when I accidentally hit the stick to him I couldn't say anything but I knew that I would pass some days without pocket money.

## **Text 13**

### **The stingy and the Generous**

(A folk tale from Sambas)

Long, long time ago there lived two brothers. They had completely different characters. The big brother was very stingy and greedy. He never shared his wealth with poor people. The little brother was exactly the opposite. He was generous and kind to poor people. He even had no money left because he had shared it with the poor. One day the generous brother was sitting in his garden when suddenly a little bird fell on his lap. It was wounded. He took care of it, fed it and put it in a nice cage. After the bird was healthy, the generous brother let it fly. After some time the bird returned to him and gave him a watermelon seed. The generous brother, then, planted the seed and watered it until it grew into a good watermelon plant. Yet, the plant was very strange. It had only one fruit; a big and heavy one. When the watermelon was

ripe enough, the generous brother picked it and cut it into two. How surprised he was. The watermelon was full of gold. The generous brother sold the gold and became very rich. He built a big house and bought a very large field. Still, he never forgot to share his wealth with the poor.

#### **Text 14**

##### **Takatuliang, the Woodcarver**

Long, long time ago on the island of Simbau, in the Sulawesi Sea, there lived a king and his beautiful daughter. The princess was not only beautiful, but she was also wise and kind.

Many princes wanted to marry the king's daughter and this made the king confused. He, then, announced a contest: whoever presented the princess with the most valuable gift would marry her. Takatuling, a poor woodcarver, wanted to join the contest but he was so poor that he had nothing to present. Then, he went far into the forest. There he chose the best tree and carved it into a doll. After that, he cut his own hair and glued it to the doll's head.

On the day of the contest, all of the princes gathered before the king and the princess. One by one, they presented their gifts: diamonds, silk, gold, jewelry. Then came Takatuliang's turn.

'What do you have?' asked the princess. 'I bring only a doll,' said Takatuliang softly.

'How many dolls like this do you have?' asked the princess again.

'Only this one. I carved it myself and decorated it with my own hair and my father's old cloth. He died and this is the only thing he left me.' Answered Takatuling. The princess was very touched to hear Takatuling's story. She decided to marry Takatuling because he had presented her everything he had. Together, Takatuling and the princess lived happily ever after.



## **Text 15**

### **The Cowardly Lion**

Dorothy and her friends were walking through the forest when they heard a terrible roar. The next moment, a great Lion ran onto the road. Dorothy and her friends were very frightened, but little Toto ran ahead and barked at the huge beast.

When the Lion saw the little dog, he opened up his mouth as if to bite him. Dorothy became so angry at this that she came forward and slapped the Lion on the nose.

“Don’t you dare bite Toto!” she shouted.

“You ought to be ashamed of yourself, a big Lion like you, trying to bite a little dog!”

“I didn’t bite him,” said the Lion, as he rubbed his nose with his big paw.

“No, but you tried to,” Dorothy answered. “You are nothing but a coward!”

The Lion felt very ashamed. He told Dorothy and her friends that although he was the King of the Beasts, he was actually a coward. He was afraid of almost everything and everybody.

The Scarecrow scratched his straw head. Then he said, “Maybe Oz could give you courage.”

“If only I had courage, then I could truly be King of the Beasts.” said the Lion.

So Dorothy, the Scarecrow and the Tin man invited the Lion to join them on their journey to the Emerald City. The Lion agreed, and the friends continued to follow the Yellow Brick Road toward the home of the Great Oz.

## **Text 16**

### **The deadly Poppy Field**

Dorothy, the Scarecrow, the Tin man, the lion and Toto continued their journey to the Emerald City. At night they camped under a large tree in the forest. The Tinman cut wood with his axe so Dorothy could make fire. The lion hunted for food and the Scarecrow searched for nuts and berries.

After several days, they arrived at a lovely land. They saw a large field of scarlet poppies. Poppies are beautiful flowers, but when they are so many, the smell is very strong. Anyone who breathes it will fall asleep. Dorothy did not know this, and in

every short time she felt very sleepy. Her eyes became heavy and she sat down to rest.

The Tinman tried to awaken Dorothy, "Come on. Don't fall asleep. There's no time to rest. We must hurry."

Dorothy was soon asleep. The poppies did not make the Tinman and the Scarecrow sleepy, because they were not human. They were not made of flesh. "What shall we do?" asked the Tin man. "We must go back to the yellow Brick Road. If we leave Dorothy here, she will die."

The Scarecrow had an idea. he told the Lion to run through the field so he could escape the deadly flowers. Then, the Scarecrow and the Tinman carried Dorothy and Toto out of the poppy field.

After a while, they came to a river. There, they found the Lion. He was lying asleep. The smell from the poppies was so strong that the lion had given up and fallen asleep. The Scarecrow and the Tin man felt very sad. The Lion was very heavy so they could not carry him. They, then, left him there to sleep.

## *Appendix 2*

### **Reading Ease Scale of the Flesch Formula**

<b>Score</b>	<b>Difficult level</b>	<b>Reading grade</b>
0 – 30	Very difficult	College graduate
30 – 50	Difficult	13 <sup>th</sup> to 16 <sup>th</sup> grade ( college)
50 – 60	Fairly difficult	10 <sup>th</sup> to 12 <sup>th</sup> grade
60 – 70	Standard	8 <sup>th</sup> to 9 <sup>th</sup> grade
70 – 80	Fairly easy	7 <sup>th</sup> grade
80 – 90	Easy	6 <sup>th</sup> grade
90 – 100	Very easy	5 <sup>th</sup> grade

### *Appendix 3*

Students' Reading Score Class VIII  
SMP Budaya Bandar Lampung in Academic Year of 2017/2018

<b>CLASS VIII</b>		
<b>No</b>	<b>Name</b>	<b>Score</b>
1	Agus Pratama	75
2	Ali Hamdan A.	65
3	Apriyanto	60
4	Apriza Mahendra	70
5	Aziansyah	65
6	Basuki Rahmat	70
7	Dadang Lasmana	75
8	Desi Novita Sari	70
9	Eva Susiana	80
10	Firdaus	65
11	Hadri Husin	70
12	Kurniawan	65
13	Lilis Herdianti	60
14	Lina Herawati	75
15	Putra Wijaya	65
16	Muhammad Rohim	65
17	Muslim Hudin	75
18	Nani Sugiyarti	65
19	Noviyanti	80
20	Revi Susanti	65
21	Risma Budiyantri	60
22	Rizki Herdian	65
23	Rika Amalia Putri	65
24	Sandika	60
25	Salman Nurhidayat	60
26	Tiyas Mardiko	70
27	Tri Aspini	65
28	Tri Sutomo	65
29	Wahid	60

## Appendix 4

The following of interview with the English teacher:

No	Question	Answer
1	Berapa lama anda sudah mengajar bahasa inggris?	Saya mengajar bahasa inggris sejak tahun 2014 di SMP Budaya Bandar Lampung.
2	Apa pengalaman anda dalam mengajar bahasa inggris terutama dalam mengajar <i>reading skill</i> ?	Dalam mengajar bahasa inggris seperti biasa saya menjelaskan materi yang ada di dalam buku teks pelajaran setelah itu siswa mengerjakan latihan.
3	Teknik atau strategi apa yg anda gunakan untuk mengajar <i>reading</i> ?	Saya mengajar berdasarkan instruksi dari buku teks pelajaran yang saya gunakan.
4	Buku apa yang anda gunakan untuk mengajar bahasa inggris?	Saya menggunakan buku teks pelajaran <i>English on sky 2</i> untuk mengajar dikelas saya.
5	Kenapa anda menggunakan buku tersebut untuk mengajar dikelas?	Karena buku tersebut sudah sesuai dengan kurikulum, instruksi yang jelas, ilustrasi yang bagus, banyak soal-soal latihan dan materi yang lengkap untuk mengajar
6	Apa masalah yang anda hadapi selama mengajar reading menggunakan buku tersebut?	Masalah yang sering saya hadapi adalah siswa malas untuk membaca materi didalam buku pelajaran Siswa sering kesulitan dalam memahami isi teks yang mereka baca .
7	Bagaimana kemampuan <i>reading comprehension</i> siswa?	Kemampuan reading comprehension siswa bisa dikatakan rendah.
8	Apakah anda pernah melakukan uji keterbacaan sebelumnya pada buku teks pelajaran yang anda gunakan?.	Saya belum pernah melakukan uji keterbacaan pada buku teks pelajaran yg saya gunakan.

## *Appendix 5*

### **The calculations of Average sentence length (ASL) and Average Number of Syllable per word (ASW)**

#### 1. Text 1

$$\begin{aligned}\text{ASL} &= \text{Number of words: Number of sentences} \\ &= 99: 14 = 7.07\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables: Number words} \\ &= 118: 99 = 1.19\end{aligned}$$

#### 2. Text 2

$$\begin{aligned}\text{ASL} &= \text{Number of words: Number of sentences} \\ &= 171: 18 = 9.5\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables: Number words} \\ &= 270: 171 = 1.58\end{aligned}$$

#### 3. Text 3

$$\begin{aligned}\text{ASL} &= \text{Number of words: Number of sentences} \\ &= 124: 18 = 6.88\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables: Number words} \\ &= 174: 124 = 1.40\end{aligned}$$

#### 4. Text 4

$$\begin{aligned}\text{ASL} &= \text{Number of words: Number of sentences} \\ &= 122: 11 = 11.09\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables: Number words} \\ &= 180: 122 = 1.48\end{aligned}$$

#### 5. Text 5

$$\begin{aligned}\text{ASL} &= \text{Number of words: Number of sentences} \\ &= 103: 11 = 9.36\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables: Number words} \\ &= 140: 103 = 1.36\end{aligned}$$

6. Text 6

$$\begin{aligned}\text{ASL} &= \text{Number of words: Number of sentences} \\ &= 219: 22 = 9.95\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables: Number words} \\ &= 306: 219 = 1.40\end{aligned}$$

7. Text 7

$$\begin{aligned}\text{ASL} &= \text{Number of words: Number of sentences} \\ &= 251: 261 = 9.65\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables: Number words} \\ &= 338: 251 = 1.35\end{aligned}$$

8. Text 8

$$\begin{aligned}\text{ASL} &= \text{Number of words: Number of sentences} \\ &= 210: 15 = 14\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables: Number words} \\ &= 378: 210 = 1.80\end{aligned}$$

9. Text 9

$$\begin{aligned}\text{ASL} &= \text{Number of words: Number of sentences} \\ &= 235: 22 = 10.68\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables: Number words} \\ &= 420: 235 = 1.79\end{aligned}$$

10. Text 10

$$\begin{aligned}\text{ASL} &= \text{Number of words: Number of sentences} \\ &= 182: 19 = 9.58\end{aligned}$$

$$\begin{aligned}\text{ASW} &= \text{Number of syllables: Number words} \\ &= 334: 182 = 1.84\end{aligned}$$

11. Text 11

ASL = Number of words: Number of sentences  
= 156: 14 = 11.14

ASW = Number of syllables: Number words  
= 212: 156 = 1.39

12. Text 12

ASL = Number of words: Number of sentences  
= 126: 10 = 12.6

ASW = Number of syllables : Number words  
= 163: 126 = 1.29

13. Text 13

ASL = Number of words: Number of sentences  
= 221: 21 = 10.52

ASW = Number of syllables: Number words  
= 309: 221 = 1.40

14. Text 14

ASL = Number of words: Number of sentences  
= 248: 23 = 10.78

ASW = Number of syllables: Number words  
= 375: 248 = 1.51

15. Text 15

ASL = Number of words: Number of sentences  
= 242: 20 = 12.1

ASW = Number of syllables: Number words  
= 329: 242 = 1.36



## 16. Text 16

ASL = Number of words: Number of sentences  
= 289: 31 = 9.32

ASW = Number of syllables: Number words  
= 401: 289 = 1.39

## *Appendix 6*

**a) Flesch Reading Ease (FRE) = 206.835 – (1.015 x ASL) – (84.6 x ASW)**

$$1. \text{ FRE} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 7.07) - (84.6 \times 1.19)$$

$$= 206.835 - 107.850$$

$$= 98$$

$$2. \text{ FRE} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 9.5) - (84.6 \times 1.58)$$

$$= 206.835 - 143.209$$

$$= 64$$

$$3. \text{ FRE} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 6.88) - (84.6 \times 1.40)$$

$$= 206.835 - 125.423$$

$$= 81$$

$$4. \text{ FRE} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 11.09) - (84.6 \times 1.48)$$

$$= 206.835 - 136.458$$

$$= 70$$

$$5. \text{ FRE} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

$$= 206.835 - (1.015 \times 9.36) - (84.6 \times 1.36)$$

$$= 206.835 - 124.556$$

$$= 82$$

$$\begin{aligned}
6. \text{ FRE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
&= 206.835 - (1.015 \times 9.95) - (84.6 \times 1.40) \\
&= 206.835 - 118.44 \\
&= 88
\end{aligned}$$

$$\begin{aligned}
7. \text{ FRE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
&= 206.835 - (1.015 \times 9.65) - (84.6 \times 1.35) \\
&= 206.835 - 124.004 \\
&= 82
\end{aligned}$$

$$\begin{aligned}
8. \text{ FRE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
&= 206.835 - (1.015 \times 14) - (84.6 \times 1.80) \\
&= 206.835 - 166.49 \\
&= 40
\end{aligned}$$

$$\begin{aligned}
9. \text{ FRE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
&= 206.835 - (1.015 \times 10.68) - (84.6 \times 1.79) \\
&= 206.835 - 162.274 \\
&= 45
\end{aligned}$$

$$\begin{aligned}
10. \text{ FRE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
&= 206.835 - (1.015 \times 9.58) - (84.6 \times 1.84) \\
&= 206.835 - 165.384 \\
&= 41
\end{aligned}$$

$$\begin{aligned}
11. \text{ FRE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
&= 206.835 - (1.015 \times 11.14) - (84.6 \times 1.39) \\
&= 206.835 - 128.894 \\
&= 78
\end{aligned}$$

$$\begin{aligned}
12. \text{ FRE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
&= 206.835 - (1.015 \times 12.6) - (84.6 \times 1.29) \\
&= 206.835 - 121.923 \\
&= 85
\end{aligned}$$

$$\begin{aligned}
13. \text{ FRE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
&= 206.835 - (1.015 \times 10.52) - (84.6 \times 1.40) \\
&= 206.835 - 129.11 \\
&= 78
\end{aligned}$$

$$\begin{aligned}
14. \text{ FRE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
&= 206.835 - (1.015 \times 10.78) - (84.6 \times 1.51) \\
&= 206.835 - 138.686 \\
&= 74
\end{aligned}$$

$$\begin{aligned}
15. \text{ FRE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
&= 206.835 - (1.015 \times 12.1) - (84.6 \times 1.36) \\
&= 206.835 - 127.337 \\
&= 79
\end{aligned}$$

$$\begin{aligned}
 16. \text{ FRE} &= 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW}) \\
 &= 206.835 - (1.015 \times 9.32) - (84.6 \times 1.39) \\
 &= 206.835 - 127.053 \\
 &= 79
 \end{aligned}$$

**b) Flesch Kincaid Grade Level (FKGL) = (0.39 x ASL) + (11.8 x ASW) -15.59**

$$\begin{aligned}
 1. \text{ FKGL} &= (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59 \\
 &= (0.39 \times 7.07) + (11.8 \times 1.89) - 15.59 \\
 &= 24.7873 - 15.59 \\
 &= 9.1
 \end{aligned}$$

$$\begin{aligned}
 2. \text{ FKGL} &= (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59 \\
 &= (0.39 \times 9.5) + (11.8 \times 1.58) - 15.59 \\
 &= 22.349 - 15.59 \\
 &= 6.7
 \end{aligned}$$

$$\begin{aligned}
 3. \text{ FKGL} &= (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59 \\
 &= (0.39 \times 6.88) + (11.8 \times 1.40) - 15.59 \\
 &= 19.2032 - 15.59 \\
 &= 3.6
 \end{aligned}$$

$$\begin{aligned}
 4. \text{ FKGL} &= (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59 \\
 &= (0.39 \times 11.9) + (11.8 \times 1.48) - 15.59 \\
 &= 22.605 - 15.59 \\
 &= 7.1
 \end{aligned}$$

$$\begin{aligned}
5. \text{ FKGL} &= (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59 \\
&= (0.39 \times 9.36) + (11.8 \times 1.36) - 15.59 \\
&= 19.6984 - 15.59 \\
&= 4.1
\end{aligned}$$

$$\begin{aligned}
6. \text{ FKGL} &= (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59 \\
&= (0.39 \times 9.95) + (11.8 \times 1.40) - 15.59 \\
&= 20.4005 - 15.59 \\
&= 4.8
\end{aligned}$$

$$\begin{aligned}
7. \text{ FKGL} &= (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59 \\
&= (0.39 \times 9.65) + (11.8 \times 1.35) - 15.59 \\
&= 19.6935 - 15.59 \\
&= 4.1
\end{aligned}$$

$$\begin{aligned}
8. \text{ FKGL} &= (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59 \\
&= (0.39 \times 14) + (11.8 \times 1.80) - 15.59 \\
&= 26.7 - 15.59 \\
&= 11.1
\end{aligned}$$

$$\begin{aligned}
9. \text{ FKGL} &= (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59 \\
&= (0.39 \times 0.68) + (11.8 \times 1.79) - 15.59 \\
&= 25.2872 - 15.59 \\
&= 9.6
\end{aligned}$$

$$\begin{aligned}
10. \text{FKGL} &= (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59 \\
&= (0.39 \times 9.58) + (11.8 \times 1.84) - 15.59 \\
&= 25.4542 - 15.59 \\
&= 9.8
\end{aligned}$$

$$\begin{aligned}
11. \text{FKGL} &= (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59 \\
&= (0.39 \times 11.14) + (11.8 \times 1.39) - 15.59 \\
&= 20.7466 - 15.59 \\
&= 5.1
\end{aligned}$$

$$\begin{aligned}
12. \text{FKGL} &= (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59 \\
&= (0.39 \times 12.6) + (11.8 \times 1.29) - 15.59 \\
&= 24.636 - 15.59 \\
&= 9.0
\end{aligned}$$

$$\begin{aligned}
13. \text{FKGL} &= (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59 \\
&= (0.39 \times 10.52) + (11.8 \times 1.40) - 15.59 \\
&= 20.6228 - 15.59 \\
&= 5.0
\end{aligned}$$

$$\begin{aligned}
14. \text{FKGL} &= (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59 \\
&= (0.39 \times 10.78) + (11.8 \times 1.51) - 15.59 \\
&= 22.02 - 15.59 \\
&= 6.4
\end{aligned}$$

$$15. FKGL = (0.39 \times ASL) + (11.8 \times ASW) - 15.59$$

$$= (0.39 \times 12.1) + (11.8 \times 1.36) - 15.59$$

$$= 20.767 - 15.59$$

$$= 5.1$$

$$16. FKGL = (0.39 \times ASL) + (11.8 \times ASW) - 15.59$$

$$= (0.39 \times 9.32) + (11.8 \times 1.39) - 15.59$$

$$= 20.0368 - 15.59$$

$$= 4.4$$